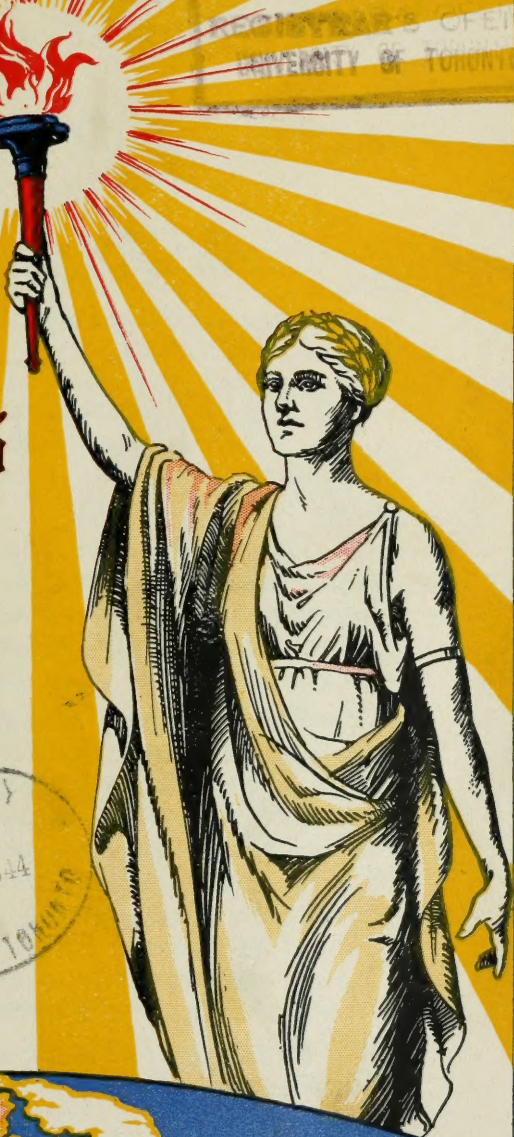


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Queen's and Canada

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An Historic Background.

Rt. Hon. Sir Gilbert Parker, Bt., P.C., D.C.L., Litt. D., LL.D.

"I HAVE known Queen's University since 1863, when I lectured there. It had only two buildings then, and now it has very many, and covers a wide area of ground.

The progress of the University since Principal Grant was there, and he laid the foundation for its happy future, has been enormous. Under the present Principal, a man of culture, energy and resolution, the amount which he asks will undoubtedly be raised.

The University stands in the most historic spot in Ontario, for it was at Fort Frontenac, now Kingston that La Salle went forth on the journey which brought him at last to the mouth of the Mississippi. It would be incredible that a place so historic as Fort Frontenac should not have a university of great eminence and character, to which the eyes of all Western Canada should be directed for university education. The town has a military college and thus mental culture and national defence are united in this renowned centre.

Good luck to Principal Bruce Taylor and Queen's University."



Queen's and Canada

By the Rev. R. Bruce Taylor, D.D., LL.D.
Principal of Queen's University



QUEEN'S UNIVERSITY was created by a missionary interest. In the early years of the nineteenth century, when Scottish settlers were entering Canada in large numbers, and when the men of Nova Scotia and New Brunswick were pushing westward, there was difficulty in supplying a Presbyterian ministry for these widely scattered areas.

It was the custom to send promising young men from Canada to one or other of the Scottish universities that they might train for the ministry, and then to bring them back again to their life work. But the process was expensive. There was, too, the danger that in so long a separation a man's interests might undergo such a change as would lessen his passion for the severe life of Canada. The foundation of a new university was hastened owing to clauses in the Charter of King's College in Toronto, confining control and teaching in that college to members of the Church of England. The Scottish element in Upper Canada felt that it was being discriminated against; and thus it was that in 1841 Queen's College in Kingston received its Royal Charter from Queen Victoria. In Queen's the classes in Arts were open to all, without any form of religious subscription. Queen's thus from the beginning declared its catholicity.

Years of Struggle

The first thirty years of its existence were full of dire struggle. Work was begun in a hired house, with two professors and ten students, and, scarcely were men seated at their desks before the storm of the





"Disruption" broke across Canada. Principal Liddell resigned and returned to Scotland, and work was carried on more or less in a makeshift way. Dr. Machar and Dr. Cook combined professorial and pastoral duty. Principal Leitch came out from Scotland in 1860, and died after a few years of service. Among the small staff dissensions arose; the Trustees of the College, resolved to put an end to strife, had to fight an important lawsuit. Then Dr. Snodgrass, impassive and determined, took up the task at the time when his distinctive qualities were greatly needed.

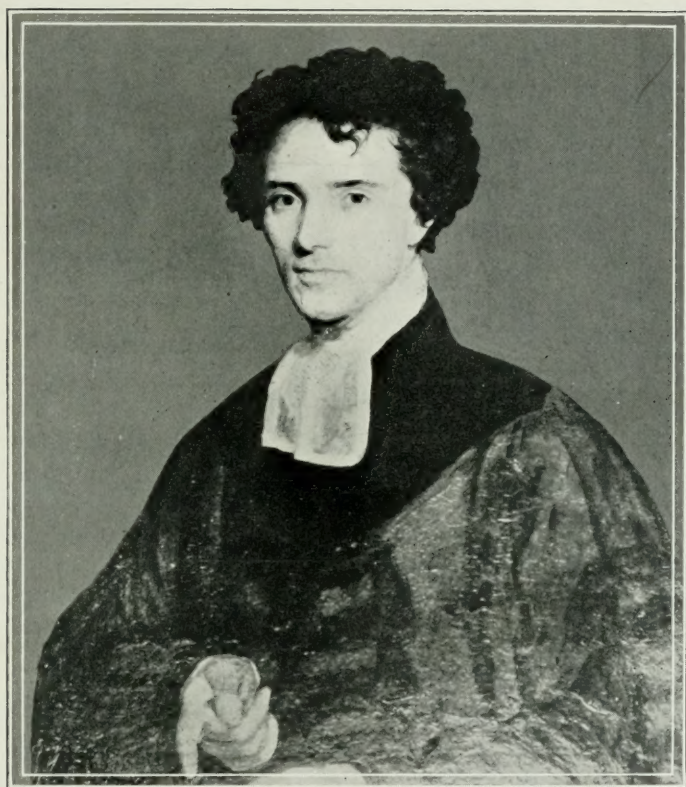
In the late sixties, a double financial calamity befell the struggling institution. The government of Ontario withdrew its grant on the ground that it could not assist an ecclesiastical institution, and the Commercial Bank, which held the College funds, failed. Principal Snodgrass and Professor Mackerras set forth to beg from the Church, from the three hundred graduates, and from anyone who could spare a few dollars. For the time Queen's was saved, but the effort killed Mackerras, and in 1877 Snodgrass resigned and returned to Scotland.

Good Teaching Maintained

In spite of poverty and strife, good teaching was maintained, and the College on its educational side was making its way. Mackerras had been greatly loved. Dr. Williamson, the brother-in-law of Sir John A. Macdonald, held his post honoured of all for half a century. John Watson began his work in 1872, and the beloved Professor is still with us as young in heart as ever.

Principal Grant followed Dr. Snodgrass, and it was at once realized a new force had arisen. A preacher, an administrator, a statesman, and, when need was, a politician, Grant both created and seized an opportunity. Cappon and Dupuis were great





Rev. Dr Liddell
First Principal of Queen's University
1842 ~ 1846



"finds," and the small Faculty of Arts had a teaching staff unsurpassed in the English-speaking world. The Medical College, possessing already its own Charter, joined the University in 1892. The School of Mining, assisted by a government grant of \$5,000 per annum, was begun in 1893 nominally on an independent basis, but in effect as a new faculty of the University. The number of students increased rapidly. Campaign after campaign for funds was undertaken, and Grant, living on trains and on the road, a great speaker, a most friendly, humorous, and combative spirit, became known to all Canada.

He secured his friend, Sandford Fleming, as Chancellor of the University. Fleming was the famous engineer of the Intercolonial and of the Canadian Pacific Railway, a man of great force and determination, with imagination and educational ideals. When these two men started forth on any particular quest they were not likely to be beaten. Their venturesomeness became manifest in the policy of the University. The extent to which Queen's has been a pioneer is almost forgotten nowadays, since the things that Queen's first attempted have become part of the common stock of educational policy.

Pioneer in Co-Education

Co-education, so far as university life in Canada is concerned, began in Queen's. Women were admitted, to begin with, to the Faculty of Arts. The question then arose why they should not be allowed to study Medicine. The thing had not hitherto been done in Canada, but it was done here. The very novelty of the scheme attracted a singularly able group of women. There were, however, difficulties not a few in the carrying on of a medical school for men and women where the school





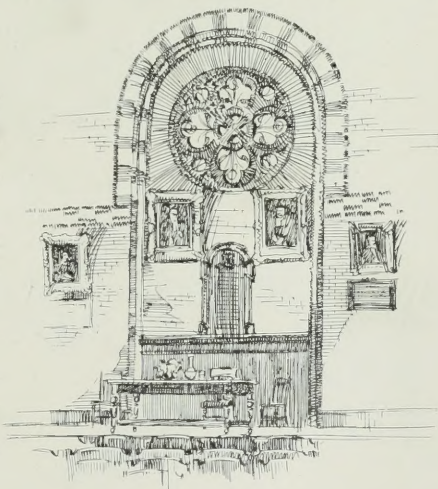
itself was small. Consequently, when the University of Toronto opened the doors of its medical faculty to women, Queen's decided to restrict its work in this field to men.

The Extra-mural system, which has been of such benefit to teachers throughout the Dominion, began almost by accident. Students with the long summer vacation before them used to ask their professors for guidance in their reading. Gradually this counsel came to be increasingly important till the question arose as to whether credit might not be given for such reading provided the student possessed the necessary academic requirements for entering upon a course of university study, followed the University curriculum in his reading, and passed the same examinations as the student attending the classes in Queen's. The idea was not in itself new. London University had shown the way. But the conditions in Canada made the problem largely new, and the regulations governing it have been modified considerably as the result of the long years of trial. The system, however, has been of the greatest value to the Dominion. Everywhere one meets men in high positions in the educational world who received their opportunity through the Extra-mural system.

Growth of Summer School

The remarkable growth of the Summer School has been due to its relationship to the Extra-mural system. Under that system students have to spend one winter or five summers in Kingston. The beauty of Kingston in July and August gives the Summer School an additional appeal.

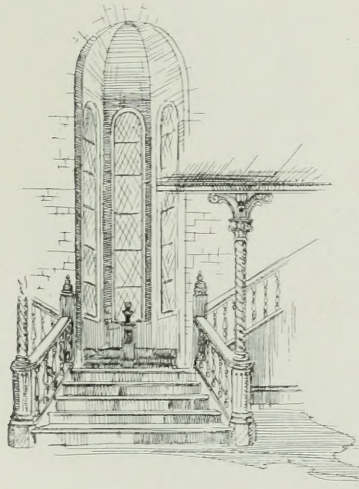
Grant, as a pioneer, did not live to see the fruition of his





policies. An idealist, he spent much of his time in fighting for the very existence of Queen's. The University was a great burden on the Presbyterian Church, and the proposal to consolidate the higher education of the Province at Toronto was one which had arguments in its favour. Victoria College left Cobourg for the provincial capital, and many thought that Queen's should follow her example. Grant and his friends fought the battle with all their might; fought it not merely by argument but by the positive method of creating in its original home such an institution as would fully justify its separate existence. History has abundantly vindicated the position adopted. So far from there being no room for Queen's the main problem of her administration is to keep the institution from growing too large. The advent in the field of the University of Western Ontario has had no appreciable effect upon the student population of the other universities of the Province.

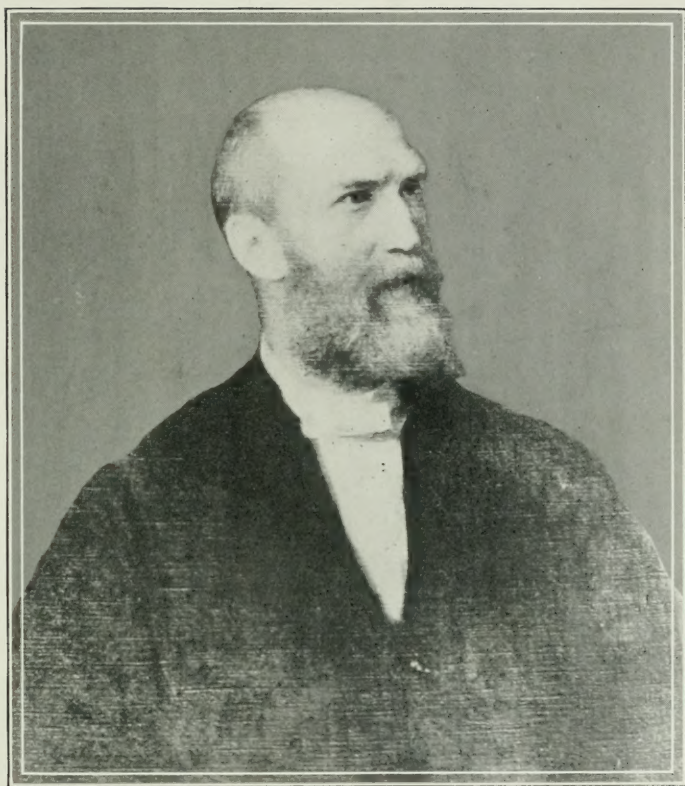
When Grant died in 1902 the main lines of policy had been laid down. The University consisted of three faculties, Arts, Medicine, and Applied Science. Experiments had been made in other directions, such as Law and Agriculture, but these were dropped before any deep commitments had been made.



University and Church

When Principal D. M. Gordon followed Grant, the great question with which he was faced was the relation of the University to the Church which had created it. The trend of the times was away from the close linking of a university with a religious denomination, and the very success of Queen's had created a great problem for the Presbyterian Church. The de-





Rev. George Munro Grant
DD., LL.D., C.M.G.
Principal of Queen's University
1877 ~ 1902



velopment of university education required a large and increasing expenditure. The Church membership was being taxed for something that might well be regarded as a national and provincial rather than as an ecclesiastical service. The issue was raised in Assembly after Assembly, and finally in 1912 the separation was effected. The Theological College was set up as an institution affiliated with the University and was given a liberal share of the University's endowment fund. The University itself, assisted increasingly by the Government of Ontario, launched off upon a yet wider usefulness.

Under Principal Gordon's administration great additions were made to the University buildings, and the Government of Ontario again and again gave liberal assistance. The original grant in aid of the School of Mining was multiplied many times. Sir James Whitney showed himself to be a real friend of the institution, and building after building, Ontario Hall, Fleming Hall, the Medical Laboratories, Gordon Hall, arose as memorials of the interest of the Government. Things moved along through prosperous years till the crash of 1914.

Queen's in War-Time

When war broke out the response of Queen's University, as of every other Canadian university, was immediate. The student body poured itself across the seas in every branch of naval, military and hospital service. Of the men of Queen's, 189 died in active service. The University buildings were largely given over to military purposes, and the Medical School was kept in constant session supplying medical men for the army.

It was fortunate indeed that in this time of stress the University should have had as its Chancellor, Dr. James Douglas, of New York, a Queen's graduate, a man of great ability as well as of great generosity. He undertook to meet the deficits caused by the disorganization of war, and he, more than any other man, carried Queen's through these critical years. When one looks





Very Rev. Daniel Miner Gordon
D.D., LL.D., C.M.G.
Principal of Queens University
1902 ~ 1917



at "The Douglas Library," one remembers what Queen's owes to its wartime Chancellor and to his family.

Principal Gordon retired in 1916, and was succeeded by Dr. Bruce Taylor, of Montreal.

The main effort of these last few years has been to improve the position of the Medical School. Suggestions were made that the School should be removed to Ottawa for the sake of the wider hospital facilities, but, after reviewing the whole situation, it was felt that the Kingston area offered sufficient clinical material, provided hospital accommodation could be improved. Elaborate plans for the rebuilding of the General Hospital were drawn up and approved by the joint Board of the Hospital Governors and University Trustees. The interest of the city and of the citizens of Kingston was aroused. The Government of Ontario, Dr. Douglas, the Richardson family, and many others, have been most willing partners in the building programme, in the securing of new Chairs, and in the extension of clinical teaching.

But the other faculties have not stood still. The Faculty of Arts is and must remain the chief faculty of any university. While it is true that there is cultural value in any hard study, it is within the Faculty of Arts that "humane letters" must be particularly encouraged. It is interesting to notice that in Queen's at all events classical studies are not losing their place, the number of honour students this year being larger than ever before. The work in the Department of English and History grows steadily, and the University carries on a Summer School of historical research in the Archives at Ottawa. Great help has been given in this experiment by Dr. Doughty, the Archivist, and by Dr. Adam Shortt. Such work is of first-rate importance for the





Rev. Robert Bruce Taylor
D.D., L.L.D.
Principal of Queen's University
1917



creation of a School of Canadian History, and the student who has had the delight of working among the sources will never be content with the mere acceptance of other men's interpretations.

A Commerce Course

The Arts Faculty has added to its work a Commerce Course, the first two years of which consist wholly of Arts subjects, and the danger is obviated that the course be narrow or merely vocational. In conjunction with the Canadian Bankers' Association the University has for more than a decade been offering Extramural Courses in Banking, and these have had much influence in raising the standard among the younger generations of bankers. Recently, in conjunction with the Ontario Institute of Chartered Accountants, the University has been training hundreds of young men for a profession which guards its standards with great care.

The Faculty of Applied Science is holding the place so worthily won under its early professors, Goodwin, Miller, Nicol and others. The original "Science Hall" is now given over to the Civil Engineers. Chemistry, Physics, Electrical Engineering, Geology, Mining and Metallurgy all have their splendid buildings, and, while further provision is needed for a Mining Mill, for Chemical Engineering, and for other ever-growing departments, it may be said that the main want is not equipment, but better provision for the men upon the staff.





Within the last few years a great building programme has been carried out. A Heating Plant on the water front takes care both of the Hospital and of the University, and the interests of these two institutions become more and more bound up together. Ban Righ Hall, the Residence for Women, erected by funds supplied in equal measure by the Alumnae and by the Trustees, serves not only as a Residence but as a Union for the women students. The Goodwin House and the Macdonnell House, also bought as Women's Residences, preserve the names of two men who did much for Queen's. The new Library, which houses the administration as well as the books of the University, is a magnificent building. Its immediate effect has been to double the amount of reading done by the students, in so far at all events as that can be measured by the number of books asked for and the attendance in the Reading Rooms.

The Richardson Gifts

The great outburst in athletic distinction of the last few years coincided with the splendid gift of the George Taylor Richardson Stadium by Mr. James Richardson, of Winnipeg, in memory of his brother. The Jock Harty Arena also preserves the name of another great Queen's athlete, and the provision within it of artificial ice adds greatly to the usefulness of the building and to the excellence of the play.

The rebuilding of the Kingston General Hospital has been a vast task during these last seven years, but such action was inevitable as part of the improvement of the Medical Faculty. In addition to the new Infectious Dis-





eases Building, the Service Building, and the new Clinical Wards, a Pathological Laboratory has been erected by the generosity of the late Senator Richardson and Mrs. Richardson.

This building policy has cost in all, although it must be remembered that much of the money has come from the Government and from private sources, about \$2,400,000. The result is that the overhead of the University has risen alarmingly at a time when the ability on the part of individuals to give has been lessened by serious taxation. In 1918, in response to the challenge of Dr. Douglas that he would contribute for endowment \$500,000 if a similar sum could be secured elsewhere, a great effort was made and the whole amount raised. Once again, however, a forward move has to be made. Learning does not stand still, and Queen's must keep in the forefront of the race. The University has been built upon the reputation of its staff, and conditions must be such as will attract men of the best type and not lay unfair stress upon personal loyalty to the institution.

Canada Has Reason to be Proud

Thus there has come down to us, after nearly a century of devoted labour, and the sacrifice of a multitude of people, an institution of which Canada has every reason to be proud. Whether the type was created for it by its ecclesiastical and racial ancestry or whether it has itself created its own pattern is a question impossible to answer. Somehow or other the University has been possessed of the spirit of adventure. Its finances have always required the most careful husbanding, but anxiety about money has never prevented those within its walls from seeing visions and dreaming dreams. Liberty of thinking, readiness to experiment, independence of character, these are the qualities that mark the Queen's graduate. And students who look back on years at Queen's think of teachers who were the servants of learning, but not the slaves of the learned, and of friends still friends in the fellowship of happy memory.





To maintain and extend this great institution, to cherish and increase its moral and spiritual influence as well as to look after its academic standards and its fabric, is the responsibility primarily of the Trustees and of the Staff. But the graduates of the University have always felt that they had a living interest in the continued distinction and usefulness of their Alma Mater. When one of their old teachers passes from sight, they mourn; when a Queen's man wins international renown in some field of learning, their heads lift up; when a team distinguishes itself by sustained skill and sportsmanship, they rejoice.

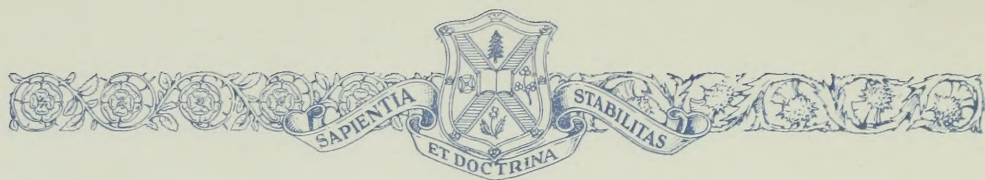
To this firm loyalty of the Queen's graduates the appeal is first being made for help in this forward movement. The sum now being asked for is great beyond anything that the supporters of the institution ever before attempted to raise, but it is not out of proportion to the needs of the University, and the place that its friends wish to see it hold in this Dominion.

A National Institution

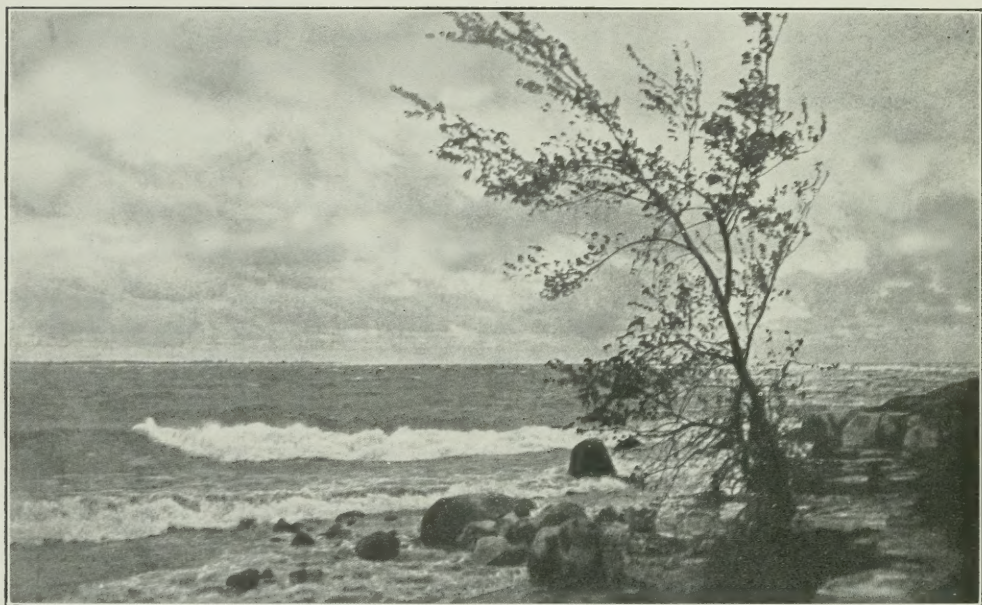
But the appeal is made to a circle wider than the graduates. Queen's is a national institution, through the work of which every province, every profession, every industry, the whole citizenship of the Dominion has been profited. Amid the multitude of worthy claims this claim is pre-eminent.

The graduate may be partial and his partiality is one of the regenerating things in College life. But the citizenship of Canada which has been watching for many years the work and influence of Queen's is not partial but critical and impersonal. And to that tribunal, too, the appeal is confidently





made on behalf of a University which has received from those who have worked for it a devotion born of idealism, and which has given to the Dominion elements of character valuable beyond all measure.



*"On the old Ontario Strand,
Queen's forevermore shall stand."*



*E*ighty-five Years
of Loyal Service

